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EDITORIAL

THE DRAFT SYLLABUSES

The pattern of Higher Secondary Education as thought of in 1959 consisted of an integrated course of 11 years and with a view to providing for higher standards in education, the number of working days in the year was increased from 180 to 200. The elementary course covered standards 1 to 7 and the secondary course was to cover standards 8 to 11. Subsequently the 11th standard course was cut off just at the time when, according to schedule, it should have come into force; and at the same time Standard 8 was introduced increasing the duration of elementary education by a year. In effect the present pattern is primary 1 to 5, upper primary 6 to 8 and secondary 9 to 11, making an aggregate of 11 years, but the syllabuses have not been appreciably upgraded and the content of the curriculum of the present 11-year course is much the same as that of the former 10-year course. The syllabuses for the first 7 years of the former pattern have been distributed over 8 years and except for the introduction of the electives in Standards 10 and 11 there is no perceptible change in the content of the curriculum. In view of the increase in the number of working days from 180 to 200 in a year and in view of the increase in the period from 10 years to 11 years it is but proper to upgrade the syllabuses to suit the present day requirements at least in the secondary stage of instruction.

As a result of the adoption of the Metric System of Weights and Measures, the matter to be taught in basic arithmetic is very much reduced and could be grasped quickly owing to the simplicity of the operations involved and hence in the lower standards 50% of the time allotted to arithmetic could be saved. Further some items like practice methods could be cut out and the time so saved could be utilised for teaching more of standard mathematics as is done in progressing countries like U.S.A., Russia and Japan. It is felt that more could be taught in standard 8 and under core subjects mathematics in standards 10 and 11 could be taught more under elementary algebra and geometry, while under elective mathematics in standards 10 and 11 it is felt that we could teach elementary trigonometry and something of analytical geometry. There is a general feeling that the standards of attainment in our State have gone below that in the other States and that children in other countries do in standards 1 to 8 what we do here in 11 years. An upgrading of the syllabuses in Mathematics and Science is hence found necessary.

The syllabuses in Tamil appears to be heavy. The language exercises contemplated in the syllabus, are in imitation of the exercises in English oral composition and do not at all suit the genius of Tamil language. For instance one cannot comprehend what a compound or complex

sentence is in Tamil as distinguished from a simple sentence and while the passive voice in English has the stamp of official dignity the same in Tamil would be quite unnatural and insipid. We do appreciate the view that Tamil prose should get enriched, but such unnatural exercises should be avoided. The prose selections for high school standards and composition exercises may include topics on science and travels. We suggest that a standard classical dictionary in Tamil be published at the earliest opportunity for use of pupils and pandits as well.

In English it is suggested that the lessons in standards 10 and 11 are not based on structures so that the students may read free English of the modern days. The introduction of colloquialisms under cover of teaching mid-twentieth century English is not viewed with favour, as the aim of teaching English in our country in the secondary stage is to help school-leavers to get a good and sufficient knowledge of English to enable them to improve their knowledge by their own efforts. It has to be made clear that what we call oral work which usually precedes reading or written work, is entirely different from spoken English.

While welcoming the reversion to History and Geography, we wish to make the following suggestions. In the lower standards local history should find a prominent place and biographies of Indian heroes deserve to be taught. Disconnected pieces of history serve no purpose and it is desired that all these are woven together properly and a concentric plan of national history with interesting events of other countries of the same periods, may be thought of. In standards 9 to 11, emphasis should be on the progress of man and his achievements rather than on kings, wars and revolutions. The syllabuses in Geography should be recast so as to conform to the idea that the natural regions of the world should be dealt with in standards 6 to 8 with reference to the life and work of the people purely on a descriptive basis. It is generally felt that boys and girls should be taught in greater detail history and

geography relating to India and that provision should be made for the same in the syllabuses.

As regards the electives in standards 10 and 11, which many are in favour of having 2 electives, a few are for having only one elective considering the fact that many of the high schools are not properly equipped with laboratories to teach science. Some seem to feel that more could be taught under elective science so as to bring the attainments on a par with those in other countries. Some even suggest that Physics and Chemistry may be brought under one elective and when the elementary parts taught in lower standards are omitted, there would be enough time to teach the advanced portions according to modern requirements. History as an elective does not mix well with Mathematics or Physics or Chemistry and teachers suggest that Geography is included as an elective. It is hoped that the authorities will consider the various suggestions made in regard to the pattern and contents of the syllabuses and issue the finalised syllabuses as early as possible.

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FRANK OPINION : “Educational India” which has done so much to clarify successfully all the problems of education, will be of the greatest help to all educationists and others interested in education.

Dr. A. Lakshmanaswamy Mudaliar.



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Was employed as a graduate teacher in the Pachaiyappa's High School, Kancheepuram in March 1930 and pass-

ed L.T. in April 1932. He continued there as a teacher till July 1960 when he was elevated to the position of the Headmaster of the Institution on the retirement of Sri A. M. Kanniappa Mudaliar.

He was the Principal of an Oriental College newly started by the Dharma-puram and Tiruvaduthurai Adhinams in the year 1944 for a term of one year and seven months.

A well-known scholar in Saiva Siddhanta philosophy. He presided over and addressed many conferences of Saiva Religion and Philosophy in South India and in Ceylon.

He delivered endowment lectures on Saiva Siddhanta in the Benares and Allahabad Universities in November 1951 being nominated by the Syndicate of the Annamalai University. He was also author of a critical work in Tamil "Tirukkuralin-utkidai" published by the Madurai Adinam besides being the author of many articles in *Gnanasambandam*, *Tirukkoil* and other monthlies.

Titles like "Siddhanta Sikamani", "Siddhanta Gnanabanu", "Adina Tamil Pulavar" and "Navalar" were conferred upon him by Saiva Adinams and Societies.

39th ALL INDIA EDUCATIONAL CONFERENCE, INDORE

The 39th Conference of the ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS will be held in INDORE, (Madhya Pradesh) from 26th to 31st December 1964. Delegates wishing to attend the Conference may communicate with Sri C. Ranganatha Aiyengar, Journal Secretary, South India Teachers' Union, Rajah Annamalaipuram, Madras-28, immediately by remitting Rs. 5/- towards delegation fees etc.

Copies of Programme, when available will be despatched to registered delegates.

Journal Secretary.

PROS AND CONS OF INTERNAL ASSESSMENT

By DR. S. S. DIKSHIT, M.A., M.Ed., Ph.D. (Edu.),

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Of all those problems which have vexed the minds of our educational thinkers and planners for a long time in the past, the problem of examination reform is by far the most important one. Ever since the publication of the Secondary Education Commission Report (1953), which denounced the traditional system of examination in no uncertain words, the educationists and evaluation experts have been busy trying to reorientate the whole system in such a way as to meet the challenge of progressive education, which dominates the educational scene today. Many seminars and workshops have been arranged to thrash out new techniques of assessment, foreign experts have been invited, off and on, to assist our educational planners in this vital matter, and an evaluation unit has been especially attached to the National Council of Educational Research and Training to launch pilot projects of examination reform and also to give expert advice and guidance to the various State Governments and Boards of Examination.

The approach to the problem of examination reform during all these years has been many-sided. It has been realised by experts that examination is essentially a multi-dimensional affair, and, as such, it should be tackled from different angles to bring about the desired improvement in the examination system as a whole. Introduction of Internal Assessment represents one important line of approach to the problem, and it has aroused considerable interest in the educational circles in the recent years. The Secondary Education Commission had itself advocated the adoption of this system by observing that "the final assessment of the pupils should not be based entirely on the results of the external examination; other things, such as, internal tests and school records main-

tained by teachers should also be taken into consideration and due credit should be given to them."

Advocacy for Internal Assessment, as a most reliable and educationally sound mode of evaluation, has sometimes been carried to great lengths, with the result that some educationists, like P. B. Ballard, Hartog Ruch, Starch, Elliot, etc., have suggested the complete scrapping of public examinations. The same radical policy was advocated by the Norwood Committee of 1941 which recommended that Secondary School Leaving Certificate Examination should be made entirely "internal" conducted by teachers in the schools and based on the curricula and papers set by themselves.

Perhaps very few of us would agree to the adoption of such a radical policy of examination reform in our country at the present juncture, but the fact remains that there is a wide-spread feeling among educationists today that, in order to make the teaching-learning process more effective and fruitful, a rationalised system of continuous internal assessment is an imperative necessity for our educational institutions.

What is Internal Assessment?

About the exact meaning and implications of the concept of 'Internal Assessment' a certain amount of confusion has been prevailing in the educational circles. It has been understood differently by different educationists.

One set of thinkers includes all the marks of weekly, monthly, quarterly and half-yearly examinations in internal assessment, and the achievement at the annual examination in external evaluation. This means that they make no distinction between the annual examination

conducted by the school and that conducted by an external body, a Board or University.

The second view is slightly different in as much as it considers the evaluation made by the school authorities within the school as internal assessment and examinations held by the outside agencies as external evaluation. Thus, their criteria for differentiation between internal and external assessment is the agency sponsoring the examinations.

The third group considers the academic achievements in the classroom as internal assessment and distinctions in co-curricular activities as external assessment. Place of the acquired achievement for them is the criterion.

Yet another group of educational thinkers hold that internal assessment is concerned only with the over-all academic achievements and has nothing to do with the out-door activities and behaviour traits of the students.

None of the above view-points explains the concept of Internal Assessment adequately and correctly. Internal Assessment, understood in its correct perspective, is something very comprehensive, for it seeks to evaluate the total performance and achievements of the student during the whole session, and is based on a variety of items, viz., (1) day-to-day work in the classroom, (2) participation in co-curricular activities, related to academic work particularly, (3) performance in periodical tests, (4) attendance (5) behaviour traits, and the like.

Another noteworthy thing about Internal Assessment in this connection is that it is made by the teacher himself who teaches the student and observes his progress from day-to-day both inside and outside the classroom. No other agency is considered to be competent to perform this function satisfactorily.

The Aims and Significance

The aims of the Internal Assessment system are :

(1) To assess the whole personality of the child.

(2) To minimize the subjectivity of the examiner, which is involved in the present-day external examinations.

(3) To eliminate the elements of chance and luck that at present lead the students to hit at, or guess, the expected questions, without endeavouring to gain a real understanding of the knowledge acquired.

(4) To determine the future course and vocation, and accordingly offer education and vocational guidance to the student, and counsel to the guardian.

(5) To estimate the student's behaviour and the mental processes behind his behaviour, with a view to finding out to what extent the social objectives of new education have come to form a part of his personality.

(6) To accustom students to regular and systematic work and to integrate and synthesize the work done by the pupils and teachers in the classroom with the work done by the former individually at home.

The above aims of the Internal Assessment system are clearly indicative of its significance in the total educational process as it is carried on in the school. It not only provides an incentive to the teacher to understand his students more fully and guide their development on proper lines but also enhances the reliability of the examination system by giving due weightage to the sessional work of the students. For, it is now universally accepted that a single external examination can never truly evaluate the calibre and achievements of the students in a reliable way; more so, when its technique is faulty.

Experimentation with Internal Assessment

As already stated, introduction of Internal Assessment was for the first time explicitly suggested in our country by the Secondary Education Commission. Its recommendations in this regard emphasized (a) the maintenance of proper progress records of each individual student, (b) weightage to be given to internal tests and school records in the final

evaluation of the student, and (c) mention of the gist of school records on the certificates of public examinations.

The above recommendations were further supported by the Secondary Education Workshop, held at Bhopal from 10th January to 5th March, 1956. The two Conferences of the Secretaries of Boards of Secondary Education, held in 1958 and 1959, also endorsed the views of the Bhopal Seminar.

In pursuance of the decisions taken at the above workshop and conferences, some of the State Boards of Secondary Education launched the scheme of giving weightage to internal assessment to the extent of about 20 percent of the total marks in every subject. Distribution of these marks was generally made as follows :

Regular Academic work	..	10%
Co-curricular activities	..	5%
Behaviour and Attendance	..	5%

The above scheme was only the first phase of a long-range policy of progressive increase in the weightage to be given to Internal Assessment. The weightage suggested for the first phase was purposefully kept low i.e. 20%, because there was a dearth of personnel trained in the technique of making such assessment. It was hoped that during the first phase, the Ministry of Education and the State Departments will have provided ample training to the teachers and produced enough resource material for the implementation of the proposed subsequent phase. The desirability or otherwise of increasing the weightage of Internal Assessment in the subsequent phases, it was thought, could be considered in the light of the experience gained during the first phase.

The present position

The above experimentation with the system of Internal Assessment in our country is now nearing the end of its first phase, spread over a period of five years. The system has been in vogue for about last four years, and the educationists have been watching its operation

and results with great expectations. To their disgust, however, they have found that the whole experiment has gone amiss in actual practice, and its results, wherever it has been introduced, have been distressingly catastrophic. Instead of improving the traditional examination system, it has further complicated the problem. The remedy has, in fact, proved worse than the disease.

What has actually happened is that the school authorities, actuated by the motives of inter-institutional competition and rivalry, have been indulging in a most reckless abuse of the Internal Assessment system. For, they have been trying to give the maximum advantage of the system to their students, without paying any heed to their real calibre or merit. Very few students, therefore, get third class or below pass-level marks in Internal Assessment, and most of them are awarded first class and distinction marks. No wonder then that hardly any positive correlation is found between the marks secured by the students in the Internal Assessment and those secured by them in the external examination. The disparity has sometimes been found to be shocking, for such cases have also come to light where a student failed in a particular subject but was awarded first class marks in the Internal Assessment. This clearly shows that there is something fundamentally wrong in the way in which internal assessment is made by the school authorities. The problem becomes more aggravated in case of private institution which are more often than not run on commercial lines, and are, therefore, interested in attracting as large a number of students to them as possible by showing exceptionally good results.

Under the above circumstances, people have now started regarding the Internal Assessment system as an educational farce, and nobody seems to take it seriously. So far as its effect on the results of public examinations is concerned, they have been boosted like anything without in any way raising the standards of education. A large number of students now pass in the first division,

and with many distinctions too, but these are not the true index of their calibre and capacities !

All this surely bears a testimony to the sad experience we have had of Internal Assessment in our country in the recent years. Educationists as well as the public seem to be ostensibly disgusted with the experiment, and a reaction against it has, therefore, already set in.

Safeguards for the future

In view of the above situation, the question that naturally arises is : what should be our policy with regard to the Internal Assessment system in future ? Too much disgusted with the failure of the system in the past, some persons would perhaps be inclined to suggest that it should better be given up once and for all. In their opinion, the system cannot yield the desired results so long as it is dove-tailed with the public examination ; and, as such, it should either replace the public examination completely, as is the case in the U.S.A. and other progressive countries like Germany and Japan, or there should be no Internal Assessment at all.

To the writer's mind, however, such an extremist policy, either in favour of the Internal Assessment system or against it, is not desirable at the moment. Replacement of the public examination by Internal Assessment is, no doubt, the right thing to do, but the change-over should not be effected too hurriedly or abruptly ; it should, on the other hand, be brought about rather slowly and cautiously. Any attempt to uproot the public examination overnight may create a vacuum which may not be filled up by the new system soon enough, with the result that new problems regarding standard of examination and classification of students may crop up.

As regards the second alternative hinted above, i.e., dropping of the Internal Assessment system altogether, this also does not seem to be an educationally sound proposition, for we cannot have a progressive system of education without it. Proper Internal Assessment has tre-

mendous educational potentialities. It can perhaps evaluate all the objectives of Secondary Education and also the purposes which the external examinations are supposed to fulfil, i.e., guidance to various vocations, fitness for specific jobs, and suitability for higher studies. Besides, it can also help to evaluate practical skills, ability to apply knowledge to new situations, certain traits of personality, physical fitness, healthy habits, capacity to make sound and quick decisions, personal and social qualities etc., much better than a single examination can ever do.

Once we realise the above educational potentialities of the Internal Assessment system and bear in mind the fact that the system is intrinsically sound, it would obviously be a serious mistake to give it up in a spasmodic fit of disgust and helplessness. Instead of trying to do anything of the sort, we should focus our attention and efforts in devising such checks and safeguards which would rule out the possibility of Internal Assessment being abused by the schools to boost their results. In this connection, the writer has the following suggestions to make :

- (1) Cumulative records of individual students should be maintained by the teachers concerned most carefully and conscientiously, and the Internal Assessment should, to a large extent, be based on them.

- (2) There should be a number of peripatetic bodies well-armed with a battery of objective tests, surprising schools every now and then, assessing the achievement of the students and offering suggestions for improvement.

- (3) Advisory Committees of experienced Headmasters may also be formed at the district level to co-ordinate the proper working of the Internal Assessment system.

- (4) While inspecting the schools, the Inspecting authorities should closely examine the cumulative and assessment records, and make a full report on this important aspect of their work for the guidance of the school authorities and the Department.

(5) For the sake of more efficient control, the Boards of Examination should prescribe for the schools under their jurisdiction uniform proforma for the maintenance of cumulative and assessment records.

(6) The assessment of the day-to-day achievements of the students would require collection of observational data as well as the administration of various kinds of tests. For all this, the teachers should be adequately equipped through in-service training, which should cover all aspects of Internal Assessment work.

(7) The teacher-student ratio in schools should not be greater than 1 to 30, for otherwise the teachers will hardly

be able to make a thorough assessment of the students under their charge.

(8) Marks awarded by the school authorities should be scrutinized by the Board of Examination, and if the marks awarded exceed those of the external examination by more than, say, 20%, they may be reduced and adjusted accordingly. This safeguard, no doubt, goes against the fundamental principle of Internal Assessment, but this is the most effective deterrent against the abuse of the system by the school authorities.

We may reasonably hope that these safeguards, if implemented in the right spirit, will go a long way in mitigating the evils of Internal Assessment as they have manifested themselves in our country during the past few years.

DIFFERENT STAGES IN EDUCATION

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When we examine the educative process we find in it different stages which can be recognized very clearly. The aim of this essay is to present those stages briefly to the readers who may use the message for acquiring additional wisdom.

1. *Printed matter* : In the first stage, we have printed matter or printed books which contain the experiences of our ancestors. The books which contain the message of our ancestors are waiting patiently and eagerly in the libraries and book-stalls to communicate their message to us. As long as their message is contained in books, it is nothing more than mere dead or inert matter. It becomes alive and active only when it is taken out of the book by a social servant who wants to use the message for the regeneration of society without caring for any personal benefit.

2. *Reading by the teacher* : Before the teacher can teach lessons to his pupils, he has to acquire knowledge from as many sources as possible. He can

draw his material from at least two important sources, books written by great thinkers and his own experience. A good and efficient teacher must make use of his own experience as well as the books written by great writers. Unlimited knowledge has been accumulated in the past and a good teacher must make use of the conquests made in the intellectual field by great thinkers. The experience of the teacher is more real than the message found in books and therefore the good teacher must also draw his material from his own experience. Thus the teacher who lives in the present absorbs the message delivered in the past by great thinkers and transmits it to the pupils who will be the future citizens of the country.

3. *Thinking by the teacher* : After studying books written by great scholars, the teacher must think about what he has read. When he is reading a book, he must not simply absorb the points given in the book just as a blotting-paper

absorbs ink. The teacher must have a critical outlook and he must raise questions about what he reads and try to answer them. He must devote much time to think about what he reads and understand the matter clearly. He must continue to think about it until he succeeds in assimilating it and making it an integral part of his intellectual equipment. Whenever he examines the contents of his mind he must find only a unity and not multiplicity. Knowledge which an individual possesses must always be an organized whole and new knowledge which is accumulated must be related to the old in such a way that it is given the right place in the system. Thus an individual cannot acquire real knowledge unless he is willing to take the trouble for thinking about the information or facts gathered from various sources.

4. *Preparation by the teacher* : After reading the books related to his lessons the ideal teacher must prepare his lesson. In this stage the teacher must select those points which are very relevant and he must not include in the lesson any fact which is not at all connected with the lesson in any way. After collecting the relevant points he must organize them in a proper order because instruction itself means arranging ideas in an order. The ideal teacher must find out the difference between the teacher who knows the lesson and the pupil who does not know it and look at the lesson from the point of view of the pupil. The teacher must take care and see that he does not communicate any unwanted information to the pupil.

5. *Presentation of the lesson by the teacher* : In the fifth stage the lesson must be presented by the teacher to the pupils in the class. The teacher must know that the teaching process must be accompanied by the learning process and that educative process is a bi-polar process. Teaching comes to an end only when the pupils have learnt the lesson, and therefore it is the duty of the teacher to see that the pupils who are taught by him learn the lesson clearly. If a teacher wants to succeed in his profession he

must come down to the level of his pupils and look at every lesson through the eyes of his pupils. The teacher must know the children in his class though he possesses a knowledge of child psychology. A knowledge of the nature of his pupils will help the teacher to adjust his teaching to the standard of his pupils.

6. *Listening* : The success of the lesson depends upon whether the pupils listen to the lesson or not. All the efforts of the teacher will be in vain if the pupils do not attend to the words and gesture of the teacher. When there are forty pupils in the class, some pupils may not hear what the teacher says, some may hear the words of the teacher, and some may listen to the voice of the teacher. Some pupils may be so busy with their own thoughts that they may not bear the message of the teacher. Some pupils may hear the words of the teacher but they may not understand the complete significance of the lesson on account of some distraction. Some pupils will listen to the words of the teacher and understand the entire lesson without missing even one point. In the first case and the second case there is no attention and in the third case the pupils attend to the lesson given in the class. It is attention that is responsible for the difference between hearing and listening.

7. *Thinking* : Listening to the lesson of the teacher in the class must be followed by thinking at home. After listening to the lesson given by the teacher, the pupil must devote some time to think about it. When the pupils think about those ideas, they will become more clear and ultimately they will be fixed in mind. It is to be regretted that many pupils do not take any trouble to think about the lessons. They must realize that they cannot derive the maximum benefit from the lessons unless they think about them. Some time must be reserved everyday to think about the lessons taught in the class.

8. *Reading* : As there are several sources of knowledge, the pupils must make use of as many sources as possible. Without being satisfied with the

knowledge transmitted to them by the teacher they must also read as many books as possible. Only limited time is given to the teacher for teaching his pupils and therefore within that limited time, the teacher cannot communicate all the information needed by the pupils. Therefore the pupils must co-operate with the teacher whole-heartedly by reading as many useful books as possible. Reading liberates the pupils from slavery because the pupils who always depend upon their teacher to solve every problem and to clear every doubt must be considered as slaves. By directing the attention of the pupils to books, the teacher must try to liberate the pupils as soon as possible. For making the best use of books the pupils develop the reading skill. The pupils who possess the reading skill and also the thirst for knowledge, will be able to construct the intellectual edifice on the foundation laid by the teacher in the class, with the help of books written by great writers. The students must continue to acquire knowledge even after leaving the college and those who know how to read and assimilate the printed matter will not depend upon the mercy of any person.

9. *Comparison* : After reading books connected with the lessons taught in the class, the pupils must compare the message of the teacher with the message given in printed books. The teacher may say his point of view in the class but the pupils have to compare it with the points of view of other thinkers. After comparing the views expressed by different authors, the pupils must arrive at a valid conclusion. If the view expressed by the teacher in the class is supported by facts, then the pupils must accept it. But the pupils must not accept a fact or a principle merely because it was uttered by their teacher. The pupils must construct the edifice of knowledge on the basis of a strong foundation, and therefore the

pupils must compare the facts and principles obtained from different sources.

10. *Organization* : There must be order in the house of knowledge and the pupils must not be satisfied with mere accumulation of facts. When they acquire new knowledge it must be related to the old. Whenever we look at intellectual equipment we must see only unity and not multiplicity. Each individual must organize the facts known to him in such a way that there will be unity in spite of diversity and multiplicity of facts. Unless the facts are organized the individual will not be able to utilize the knowledge which he actually possesses.

11. *Application* : After organizing knowledge acquired from several sources, the pupils must not think that they have reached the end point of intellectual pilgrimage. We acquire knowledge for the sake of life and therefore lessons learnt in the class must be lived at home and in the street. Acquisition of knowledge is meaningless unless it is followed in actual life for leading a higher life.

“So learn that you may full and
faultless gain
Then in obedience meet to lesson
learnt remain”
— *Kural*

12. *Expression* : After making use of knowledge in life an individual may express his knowledge and experience in talk and writing. The communication of his knowledge and experience to others will not be very useful to them, for leading a better life. We must never forget the most important fact that education is for life and that mere acquisition of knowledge is not an end in itself.

The readers who follow the procedure given above will be able to increase the efficiency of their learning process to a considerable extent.

HOW TO GET A GOOD SCIENCE BACKGROUND IN HIGHER SECONDARY SCHOOLS

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Age of Science

We live in an age of Science. How do we say it? Well our houses, our clothing, our kitchen, our drawing rooms, the radio, the telephone, the airships, the atomic energy in its various forms are a proof of the fact that our living, our surroundings etc. all have been modified by the scientific discoveries and inventions of the last few decades. We are fast moving in the direction of those days when no one would be considered as an educated person unless he is capable of understanding and appreciating the basic concepts of modern science. Besides this, every one would be expected to understand how scientists reason out while conducting their researches because this scientific method will be soon extensively used for solving the human, social and individual problems as they arise from time to time.

Science in Higher Secondary Schools

The Higher Secondary Schools Science courses can prepare young students for the life in our modern civilization of this age of Science.

Every student has to learn General Science (It is sometimes also called Elementary Science or Compulsory Science as well). General Science introduces to the student the important principles of modern science. It highlights the ways how science has helped man in improving his living conditions. It explains the "How" and "Why" of a number of things round about the student. Over and above these things it helps the student in understanding how the Scientist thinks and works, it gives him training in interpreting facts in an unbiased scientific attitude.

The General Science course consists of Biology, Physics, Chemistry, Geology including Astronomy etc.

Biology

It is defined as the science of the living things (in the world of animal and vegetable kingdoms). Obviously only a very small part of this vast field can be covered in school course. It generally covers the importance of the proper diet, digestion, circulation, respiration and excretion. A brief resume is also given of the various causes of diseases and the modern methods of preventing them. A little is also told of such fascinating subjects as why we behave the way we do, how living things reproduce, why we resemble our parents, the gradual changes which the living things have undergone through the ages. In short it tells the student about the marvellous organization of a living thing.

Physics

This involves the study of the forces of nature and shows the way as to how we put them to use. It includes magnetism, electricity, engines, radio and television. The students are told about the properties of matter, laws of motion, day-to-day use of electricity, magnetism, cosmic rays, radio-active substances, atomic energy etc. In short it tells the student about the methods of modern engineering and technology.

Chemistry

It deals mainly with the nature of elements and compounds and how they behave with each other. It is the study of chemistry which has enabled men to produce new foods, medicines, plastics, nylons, rayons, paints, and countless

other useful substances. It forms the backbone of the action research which is going on in the field of Industry. In short it tells the student quite a good deal about the things around him, it initiates him in the simple techniques of analyzing and synthesizing things.

Geology etc.

It deals with earth. The study of the earth includes its continents, oceans, rivers, glaciers, volcanoes, atmosphere, seasons, changes in weather (meteorology), erosion, earthquakes, rocks, formation of earth, mineral deposits, earth in relation to other planets etc.

Co-curricular activities

The importance of Co-curricular activities in the Higher Secondary School is being recognised by all. These activities must include the following four arms of practical science :—

1. Science Clubs.
2. Laboratory Squads.
3. Science Fairs.
4. Science Contests.

Science Clubs

Every Higher Secondary School should start a Science Club. Larger schools can have even more than one Science Club. They are to be organised under the leadership and guidance of a science teacher of the school. The teacher should try to help and encourage hobbyists and future professional scientists to explore their own fields of interest. It should always be kept in view that the science club is neither a class nor a tutorial batch. The students can bloom only in the informal atmosphere of these school clubs.

The precise activities will depend upon the resources of the school, aptitudes of the science teachers and the background of the students and their families. However, some activities are given below by way of a suggestion alone :—

1. Preparation of Science exhibits.
2. Preparation for "Search for Science Talent".

3. Lectures, talks and demonstrations.
4. Field Trips.
5. Exhibition of Science Films.
6. Current Science News.
7. Review of/Talks about new Science Books.
8. Talks on great scientists.
9. Picnics, hikes and socials.
10. Individual Research work if necessary and possible.

Laboratory Squads

The idea behind the organisation of Laboratory Squads is threefold — (1) To arouse interest for science among the students and enable them to have enough opportunities of handling scientific equipment. (2) To give some help to the teacher in his day-to-day duties. (3) To bring the students closer to the institution because it is in a way service of the institution.

The squad is to work as a group of student Laboratory Assistants in their free time and thus help the teacher and students. The squad can well be entrusted with a number of such jobs as are given below :—

1. Care of plants and animals.
2. Preparation for experiments.
3. Preparation of stock —solutions.
4. Growing bacteria, protozoa, Molds, etc.
5. Preparation and staining of microscope slides.
6. Care of the apparatus.
7. Construction of new apparatus.
8. Electrical Wiring etc.

Science Fairs

They are called "Science Fairs" as well as "Science Exhibitions", or "Science at Play and Work Pavilion". Interesting, amusing, educative and meaningful exhibits are prepared by the students. They are displayed in these Science Fairs. Sometimes the students themselves demonstrate their exhibits in case the exhibits need such a demonstration.

They are becoming quite popular in the Higher Secondary Schools here also

but they are not being properly directed with a view to stimulate interest among non-science persons who come to see such fairs, secondly the objective of the Science Fair of presenting interesting, amusing, educative and meaningful exhibits is not kept prominently in view.

Science Contests

There is a great scope in this sector as well. So far we have been accustomed to hear about debates, recitation, elocution music contests. We can also arrange Science contests wherein questions can be asked by one party and replied by the other party, papers can be read,

speeches can be arranged on specific science topics.

The students gain invaluable experience from this activity. It also helps in clearing many hazy ideas of the students.

Conclusion

If our students want to become good scientists let them start by being good science students in the Higher Secondary Schools. Mere book knowledge will not help them. It is necessary to get a good science background in Higher Secondary Schools by following the things suggested above.

A WORD TO PARENTS

S. RANGASWAMI

O. V. C. High School, Manamadurai.

“If you see a policeman ask him to catch the thief, if you see a monkey ask him to go up a tree and if you see a teacher ask him to thrash his pupil.” So says Margayya one of the characters of Mr. R. K. Narayan. No doubt Mr. Narayan is a writer with a practical vision and he has depicted the parent's mind in its true form. Whenever a parent comes across the teacher of his child he gives him free license to manhandle him. Does the parent really mean what he says? Suppose the teacher takes the ‘free license’ literally and thrashes the poor boy in and out of season, what will happen? Will the parent accept the situation calmly if ‘something’ happens to the boy as a result of this?

The answer is clear. No parent wishes his boy to be treated badly at the hands of others. When that is the case why does he use such expressions while talking to a teacher? That explains the psychology of the parent. The parent wants his child to improve. He also knows that this will happen only if the teacher has the mind to do it. Simply to make the teacher take interest in the boy he talks in the way in which teachers are

generally pleased. The author does not say that teachers are pleased in thrashing the boy. But it is unquestionably true that they are pleased when their sovereignty with regard to their classroom is respected by others.

From the above lines it is clear that what the teacher expects from the parent is a sort of freedom to deal with the boys in the way he chooses and the parent is also ready to give it. But, is that all? Simply entrusting the boy to the teacher leaving the whole burden to him is nothing short of escapism. No doubt, the teacher's primary responsibility is to take care of the boys entrusted to his care and to make them improve not only in academic spheres but in other spheres as well. A strong-willed teacher can exert his pressure and influence well on the boys and make them do the things as they should. But it cannot be said of all the teachers and they need all the co-operation of the parents to make their boys proceed along right lines.

So many things are being said about the teacher. He should be a man of integrity. He should be clever, resourceful, sincere, hard-working and impartial.

All things are agreed. But does it follow from this that these prescriptions apply to the teacher only and the parent can be any sort of man? Is it not true that a boy spends most of his time with his parents and the time that he spends in school is comparatively low? Is it not true that the boy's home conditions exert more influence on him than what he experiences in his school? Is it not true that a boy's personality is shaped more by what his parents are than by what his teachers are? I suppose no more rhetoric questions are needed to point out the importance of the role of parents in shaping the personality of the boys.

All the above lines have been written not to shriek the responsibility of teachers. A teacher should be far from reproach. He should be a good example to be followed by his pupils. A dishonest teacher is a misfit for the profession. But that does not mean that a parent who himself cannot lead a virtuous life can conveniently put the blame on such a

teacher. A parent has got every right to expect all good things from a teacher provided he by his life and character exerts a wholesome influence on his children. In short, a parent who does not want his son to smoke must not himself smoke. A parent who does not want his son to go to cinemas must not himself go to cinemas. A parent who does not want his son to be lethargic must not himself be lethargic. A parent who does not want his son to be dishonest must not himself be dishonest. Such a parent can criticise, condemn and even take to task a bad teacher!

But let us not look at the negative side of the question. All of us are interested in the upbringing and education of our children. We definitely wish for their improvement in all spheres and it is too plain that this cannot be done by a magic formula. We have to be patient, sincere, painstaking and above all honest. Let us understand each other and let us be partners in this joint venture!

THE RADIO AND QUALITY IN EDUCATION

By M. R. PERUMAL MUDALIAR, M.A., L.T.

Principal, Teachers' College, Saidapet, Madras.

The newspaper, the cinema, the radio and television are the media of mass communication and education today. It is possible to give a lot of information to a very large number of people through these media. But information alone cannot be called education. People who acquire information through these media must be able to think for themselves and to distinguish between truth and propaganda. It is only when people have acquired this important skill that the mass media of communication can be the means of real education for people. It is quite possible, however, that people may accept unquestioningly all the information put across by these media as truth. This will be harmful to individual liberty and to the values that any educated community must cherish. People have to be vigilant and should never

allow the information put across by these media to take the place of their own thinking.

Our concern today is not with mass education but with the use of the radio and television in educational institutions, where pupils in the formative stage of their life acquire not only information but also the skill of critical and imaginative thinking. Television is still in its infancy in our country, but the use of the radio is fairly widespread. And the majority of secondary schools in Madras State have got this equipment. It is also a matter for gratification that the All India Radio has been broadcasting elaborately prepared educational programmes for the last so many years. The question is whether the schools are using the radio receiving sets properly and

whether the educational broadcasts of the A.I.R. have been able to make an impact on the education of the pupils in schools. I should like to concentrate my attention now on educational broadcasts for secondary schools. I am convinced that the A.I.R. broadcasts can make a contribution to the education of secondary school pupils, provided they are properly conceived and adequately utilised. Many people tell us today that owing to a number of factors the quality of secondary education is deteriorating. Our main task, therefore is to arrest further deterioration, and to improve the quality as far as possible.

In order to achieve this double objective, I am of the view that there should be separate broadcasts for pupils and teachers. The broadcasts for the pupils may be of two kinds. The first kind of broadcasts may be so organised that they give more information on the topics of the syllabus than what the text-book contains and the teacher has been able to impart. Mughal architecture is an important topic in the syllabus in history for Standard X. The text book contains the barest minimum of information which is not likely to impress on the minds of the pupils the grandeur and the magnificence of the great buildings constructed in India during Mughal rule. The teacher too may not be in a position to impart interesting additional information either because he himself does not possess the information or because he is afraid he will not be able to cover the syllabus in time, if he indulges in the luxury of giving more information on a topic like this. The A.I.R. can organise programmes to give the additional information to the pupils. In the same way, the A.I.R. broadcasts can give absorbingly interesting additional information on modern Indian literature which is an important topic in the history syllabus of Standard X. As it is, great modern writers like Veeresalingam Pantulu, Masti Venkatesa Iyengar and Poet Vallathol — to mention only writers of the southern region — are not likely to be more than mere names to the students of Tamilnad if their knowledge of these writers is confined to the few pages

devoted to this topic in the text book. Thailand, Indonesia, Malaysia, Cyprus and Cuba are disposed of in a single lesson each in the geography text book, but these are trouble spots which may at any time push the world into a global war. The All India Radio can give additional information on these countries which will enable the pupils of secondary schools to take a greater interest in, and acquire a better comprehension of current events.

The second kind of broadcasts for pupils may supply background information on many of the countries, the history or geography of which has to be studied by pupils in secondary schools. Oil in Arabia, the conflict between Arabs and Jews in the Middle East, the frontiers between the U.S.S.R. and People's China, the emergence of independent nations in the Dark Continent are some of the topics on which background information given by radio broadcasts may be of great help to students who have to study history and geography.

The broadcasts may be so organised that the pupils' appetite for knowledge is whetted and their critical faculty is developed.

With regard to the broadcasts for teachers, they too may be of two kinds. It is not all teachers that are aware of, and also practise, modern techniques of teaching. It is easier for teachers to read the text book, explain difficult portions and to dictate answers to questions, which pupils may get by heart if they can. But no educator would call this education. Education means that learning takes place in the pupils; and if real learning is to take place, the techniques of teaching should be such as to enable pupils not only to acquire information but also to develop certain skills and attitudes. The All India Radio can get hold of the best teachers to demonstrate new techniques of teaching. Languages lend themselves admirably to such treatment in the broadcasts. For example, when teachers teach Tamil poetry, they generally satisfy themselves with giving the meanings of difficult words and the substance of the stanzas. It is difficult for

such teaching to enable pupils to appreciate poetry and to enjoy the diction, the rhythm, and the imagery. Such teaching cannot make pupils go through an emotional experience which, while being pleasurable, should create the desire for the independent study of first class literature.

The second kind of broadcasts for the teachers should be devised to give them more information on certain difficult areas of the syllabus. There are a number of topics in cultural history prescribed for Standard X on which the teachers do not possess adequate information. Teachers who have taken their degree in education in recent years are ill-equipped to teach geography in secondary schools. Most teachers, therefore, would be very happy if a course in cultural history or in geography is organised and broadcast over the All India Radio. Even with regard to English, which graduate teachers are supposed to be competent to teach, there are a number of structures and content words which many teachers may not be able to teach well. A course in selected structures and content words would, there-

fore, be of great help to the majority of English teachers.

If educational broadcasts are to be adequately taken advantage of, they should be so timed that the teachers can prepare the students before the actual listening in and do some follow-up work as well. In this connection, I should favour a six day week of 42 periods of work so that certain periods could be specifically set apart for education through the radio. Education through the radio should be a legitimate part of the work of the teachers which should be supervised by the head teacher, as he is expected to supervise any other aspect of the teachers' work.

If educational broadcasts are organised on some such lines as indicated above, and if teachers attach as much importance to this part of their work as to their other activities, the radio can be a potent instrument for improving the quality of secondary education.

—(Summary of a speech delivered while inaugurating the Seminar on "Radio in Education" organised by the A.I.R. on 21-9-1964 at Teachers' College, Saidapet.)

THE HONOUR SYSTEM*

By M. N. THIRUMALACHAR,
D. Banumiah's High School, Mysore.

Introduction

The Honour system, prevalent in the John Hopkins University in U.S.A., said to be as old as the University itself (1876), has been adopted by the student body of the University since 1913. It is said that though many changes have taken place in the University, this system has remained untouched.

What is it?

To define the Honour system is a hard job. To me it appears to be "a way of life, a self-imposed moral code" by the

community of young scholars at the University. It appears to guide the action of the individual both from without and from within. The scholars, under this system enjoy an atmosphere of intellectual freedom as well as a feeling of mutual trust. The system, prevalent among the Hopkins graduates only, guarantees a high standard of conduct and enrolls only those as are willing to maintain these standards.

Even from early times, this system has given certain privileges to the members such as unproctored examinations,

* Based on his association with the Hopkin Men while in U.S.A, as a Fulbright Scholar, 1961-63.

Take home tests etc. And even today, the system governs the conduct of its members in the classes, in the examination rooms, and at the location of campus-centered activities. In brief, "it believes in and expects from every member a gentlemanly conduct befitting the noble name 'Hopkins men' ". Obviously we can see that the system is a "privilege resting upon the clearly perceived merit of its beneficiaries". The pride of the system is, that since its inception, all Hopkins men have revered and respected it.

Effects

When the students come within the framework of such a system, there is bound to be a remarkable change in them. First, it ensures the maturity and development of character of the individuals, since they have to abide by a code of moral standards. Secondly it steers the individual on the path of self discipline and personal integrity.

Side by side with the privileges are the duties to be discharged by the members. To abide by the trusts and duties of the system, and live up to the expected standards, both within and without the campus and never to fail in it any time demands a type of individual, exemplary in nature. And that is what the system aims to make one.

Method of operation

The agency through which the system functions and guards its members consists of :—

- (a) The Honour Commission.
- (b) The Honour Code.
- (c) The Defence Counsel.
- (d) The Commission Counsel.

The Honour Commission, composed of a group of 22 students, elected, is charged with the responsibility of maintaining the ideals of the Honour system. It also deals with all academic violations of the code and present an annual report. It is also in charge of the finances. To assist this system, every Hopkins student has to perform two duties :—

- (a) Never to violate the Honour Code.
- (b) To turn in any suspected case.

Selected from this commission is a 19-man *Trial Board* and a 7-man *Trial Panel*. The members of the panel act as the Jury. For each trial, there is a 3-man *Appeal Board*. Six weeks prior to the examinations, the members of these units are selected and go into office one week prior.

The Defence Counsel selected by the accused from the members of the Trial Board, protects the interests of the accused during the trial. It calls for witnesses and has the opportunity to make the final presentations on behalf of the accused. But the counsel has always to place the interest of the Honour system before that of the accused.

The Commission Counsel primarily collects all information pertinent to the case on hand and presents it to the Trial Panel. This consists of all evidences in support of the accusation and of the Honour system. It is always expected that the interests of justice are placed on top-priority.

The Recorder receives the letter of accusation, apprises both the commissions of the fact, select the suitable time and date of the trial etc. He also keeps an accurate and *impartial* account of the trial, whether the party is found guilty or is acquitted. The records of the candidate are destroyed after his graduation.

In the *Conduct of trials*, the Chairman, the Defence and Commission counsels, the Recorder and the Trial panel are present. The trial is based on the fundamental legal assumption that the accused is innocent until proven guilty. Absolute secrecy is maintained in all the trials. Till the trial is complete, the candidate is marked I (Incomplete).

In the event of an acquittal, all the trial evidences are destroyed. In the case of a charge, the first penalty is a failure in that subject and black listing. The second is expulsion from the University.

The convicted has always a chance to appeal.

The *Black list* and the *Trial Records* of more than 8 years are transferred to a

Dead File and the others are on *Active File*.

Conclusions

The entire programme is highly democratic, legal and orderly. The University

takes pride in asserting that since its inception, all true Hopkins men have respected it and have considered privileged by its principles.

Can we try this system in our Colleges ?

EDUCATIONAL STANDARDS

By V. KRISHNAMURTHY

Standards in Education have to be maintained. Is it only in three R's and accumulation of knowledge ? Yes ! to a great extent. More than that we have to develop in schools during the plastic period of the child and youth certain concepts in concrete life situations which are vital for social civilized life in modern times. The concept of 'public welfare' or 'public good' is a thing that is of universal value and this must be inculcated through experiences in life situations in school life. Everybody in life have to hold positions of responsibility, whether big or tiny. The idea of 'public responsibility' is a thing that majority have no occasion to know except through external pressures. We have to develop a society not always living and doing for fear of external pressure or fiat. It is through an understanding of what is called 'public good', group life and democratic living progresses. This cannot be taught in mere verses and songs even though they have their own place and value. Certain situations in life which bring to the forefront the give and take in the interest of common good and the idea of 'public welfare' must be created in school to make them understand this idea which is more vital than accumulation of information and orderly arrangement of words and phrases.

The other day I was travelling in a public bus transport. Suddenly the bus I was travelling stopped and opposite to that, was another bus blocking the road. The road was narrow. Neither of the buses could go. The drivers would not

adjust and allow the buses to move forward. The drivers were finding fault with each other. All the passengers were eager to move so that they could attend to their business in time. Some were expressing their resentment, some appealing to their good sense. Nothing would move the drivers who were bringing to the forefront their personal rivalries and antagonisms and kept the passengers at ransom and helpless. And after all it is for the passengers' convenience that buses are run. They form the public in this case and their interest should be safeguarded but the drivers who were fairly educated according to the school standards did not realise the significance of that and after half an hour of dilly-dallying both moved a step backward and then moved forward. Such instances big or small are not few in daily life. "The public" may vary in different situations but the concept of 'public good' is a thing that must be learnt and taught in a concrete way in schools, for it is these large number of people who go out of schools who will be holding positions of small and big responsibilities in public institutions. Situations like organising school-picnics, excursions, entertainments, class exhibitions, school co-operatives, school vigilance work, school discipline, safeguarding furniture and equipment of the school, protecting the school garden and such other items of work might be found suitable according to environment and situations must become part and parcel of school life. It will not suffice if a few scouts or junior cadets are given responsibility for these items of work and responsibilities. All must develop the

idea of "public good" and "public welfare" and this training must be given even "unto this last" boy in school.

This is not for a backward school situated in a backward area but for all

schools from the renowned public schools and oriental and occidental academic schools to the average and ordinary schools situated in the remote villages.

OUR TRAINING COURSES: A FEW SUGGESTIONS

By M. S. V. CHARI, *Tindivanam.*

The orthodox method of training teachers in India is to give them a course of training for a year or two in the theoretical aspects of education and round it off or intersperse it with practical lessons in teaching. This method has obviously great limitations. I have heard many teachers say that much is not learnt during this period and the real learning in teaching methods takes place only when the trainee becomes a pucca teacher. The other method — *in service* training, as it is sometimes called — of training teachers — and this is being tried in many foreign countries with great success — would be to intersperse their probationary teaching period with lectures on educational theories. Instead of giving them a ton of theory and an ounce of practice, it would certainly be better to give them a ton of practice and the 'requisite' quantum of theory. The teacher trainees would then be able to understand the theoretical portion of their lessons better because of their actual class-room experiences.

The question is, how is this to be done i.e. how are the theoretical lessons to be imparted. There are more ways than one. Thus, evening classes could be held in convenient groups or lessons could be imparted through correspondence, as is being done in many foreign countries in the West. This will also enable many to take to teaching without the ordeal of having to undergo a one or two years course of teacher education without being able to earn their livelihood during this whole period. In a poor country like India, it is a tragedy that people have no other alternative than to begin to earn at a very early age, which however is not

the case in the West. Young men in India can hardly afford to be without employment soon after they have finished their education and this is one of the factors which drive many youngmen from the teaching profession.

Again there are any number of retired (from service in other walks of life) graduates of English, Science and Maths. who would be willing to supplement their meagre pension by entering the teaching profession. We can hardly afford to waste the talents of these people, having regard to the acute shortage of teachers in these subjects. But the bar to their being entertained as teachers on the ground of their being untrained could be got over by giving them a shortened course of training either through evening classes or correspondence courses. Being of a mature age, with life's experience to their credit, there can be no difficulty on their part to understand the contents of the teacher-training course. This would relieve much of the bottleneck in our needs of this kind of teachers.

Again, if we really want to accelerate the pace of girls' education, we must accelerate the pace of the training of women-teachers. We can reduce the period of training from two years to one year in the case of secondary training course at least for girls. I have heard many teacher trainees complain that the two-year course is unnecessarily an extended one and could well be compressed in one year. We need not wonder at their complaint for so long as their academic standards are not sought to be raised and academic education is not imparted in training institutions, the

pedagogic methodology and the theory of education could well be taught in one year. and help relieve shortage of such teachers.

Or again, at least in the case of teacher trainees — men or women — whose academic brilliance has been testified to by their achievements in the public examinations, the training course could well be “accelerated” without any harm done to the cause of teacher-education. This will provide us with enough “trained” teachers in the country.

In the context of acute shortage of teachers in certain subjects like Maths. and Sciences, much harm would *not* be caused by our *not* insisting on *trained* graduates. These could well be given an intensive course of “in-service”-teacher education.

Last but not least, it is peurile to set an age limit in the teaching profession. In the context of our mammoth programme of universal education, such restrictions make no sense. So long as the teachers are *physically* fit to teach, they ought not to be condemned to a life of idleness. In Russia, there is no such age restriction and there ought to be none in India as well, in the vital interests of Indian education.

I would also suggest one other reform in teacher education courses. It is cruel and manifestly unjust to equate undergraduates by which term I mean ‘failed’ graduates with secondary teachers and compel them to undergo a two-year secondary training courses. They ought to be made to undergo only a year’s training course like the graduates and granted ‘Diploma in Teaching’. This would draw into the teachers’ fold many undergraduates of science and Maths.

To summarise, we could accelerate the pace of teacher education, (i) by imparting it through the medium of evening classes and correspondence courses; (ii) by the introduction of the system of “in-service” teacher education; (iii) by condensing the secondary training course from two to one year, at least in the case of brilliant teacher-trainees; and (iv) by permitting undergraduates to undergo only a year’s course in teacher-training as in the case of graduates.

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MADRAS-28.

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FROM OUR ASSOCIATIONS

SOUTH ARCOT DISTRICT TEACHERS' GUILD.

General Body Meeting.

The General Body Meeting of the South Arcot District Teachers' Guild was held at St. Mary's Senior Basic School, Pudupalayam, Sri A. K. Sitarman, President of the SITU presiding. Sri R. Savarimuthu welcomed the gathering.

At the outset, the President pointed out that union was strength and all categories of teachers without any distinction were welcome into the folds of the South Indian Teachers' Union. Sri J. R. Chellappa, the out-going President of the Guild proposed a vote of thanks.

The following office-bearers were elected for the current year :

1. *President* : Vidwan S. Somasundaram, M.A., L.T., Headmaster, R.C.T. High School, Annamalainagar.

2. *Secretary & Treasurer* : Canicius, St. Xavier's Higher Elementary School, Cuddalore-3.

3. *SITU representative* : A. Nargunam, St. Joseph's High School, Cuddalore-1.

THE TIRUCHIRAPALLI DISTRICT TEACHERS' GUILD.

The Annual General Body Meeting of the Tiruchirapalli District Teachers' Guild was held at 4 p.m. on Sunday, the 13th September 1964 in the Saraswathi Hall in the premises of the National College High School, Tiruchirapalli. Sri R. Bhuvarahan, M.A., L.T., President of the Guild, presided. After the opening speech by the President the Town Secretary Sri N. K. Venugopal presented the Annual Report for the year 1963-64 which was adopted unanimously by the General Body. The statement of account for the year 1963-64 was then presented by the Town Secretary which was also unanimously adopted by the General

Body. After that the election of office-bearers for the year 1964-65 was held and the following were declared elected unanimously :—

President : Sri A. A. Samy.

Town Secretary : Sri N. K. Venugopal.

SITU representative : Sri R. Bhuvarahan.

USILAMPATTI EDUCATIONAL DISTRICT HEADMASTERS' ASSOCIATION

A special meeting of the Association of the Headmasters and Headmistresses of Usilampatti District was held in the Nadar Saraswathi High School, Theni, at 2 p.m. on 7-11-64 under the presidentship of Sri M. Arunachalam, M.A., L.T., Headmaster of the P.K.N. High School in the chair. It was a specially convened meeting to consider the draft syllabus. Sri K. Sankarasubbier, B.A., L.T., Headmaster of the N.S. High School, Theni, and Secretary of the Association, welcomed the members and Sri R. Krishnamurthi Iyer, B.A., L.T., Headmaster, Board High School, Usilampatti, initiated the discussion. There was a lively discussion on the various aspects of the proposed pattern and the syllabuses and the following resolutions were passed unanimously :

1. This Association of the Headmasters of Usilampatti Educational District is of opinion that the revised pattern which has provided for two electives and three languages and three core subjects is to be welcomed but it feels that some alterations should be made in the pattern to make provision for the following :—

(a) The Teaching of Second Language, Hindi, should begin in Std. VI in all schools and it should be made an examination subject in all classes from Std. VI to Std. XI.

(b) All the 3 core subjects should be studied by all the pupils. The provi-

sion enabling pupils to omit one of the core subjects should be dropped and the External Examination in these subjects as well as others should be so staggered that examinations in all or two of the core subjects and in the second language should be held at the end of Std. X so that the burden of having to prepare for all the subjects on the part of the students may be lessened and so that more time may be given during the final year to the Regional Language, English and the Elective.

II. Resolved that as there is absolutely no need for bringing in any change in the English syllabus and as no such need is felt by the teaching profession, the present English syllabus should be continued, especially because the proposed English syllabus is defective in many respects, has no plan or purpose behind it and there are serious omissions like, to mention only two, reported speech, in Std. VIII and the language scheme containing grammar points to be done in Standards IX and X. We feel that any change in the English syllabus will adversely affect English Teaching in all schools.

III. Resolved that Trigonometrical ratios and their simple applications should find a place in Elective Mathematics; for, otherwise our pupils will not be able to compete with students from other states when they take common competitive examinations held at the All India level.

IV. In view of the prevailing low standard of education both at the Primary and at the Secondary levels and the imperative and urgent need to raise the standard of instruction, this association requests the Government and the Department of Education

(a) to introduce a scheme of external Examination for the Vth Standard pupils at the District level and for all the VIII Standard pupils at the Divisional level.

(b) to abolish at least from the next school year the Junior Grade Training Course and to fix a pass in the

S.S.L.C. as the minimum general educational qualification for a teacher in future.

(c) to organize and plan on a permanent basis short vacation courses for both subject and language teachers and to arrange for periodical seminars to discuss educational and pedagogical principles and practices.

V. The proposed syllabus in General Science is almost the same as the present one. It should be completely redrawn having in mind the General Science syllabuses in vogue in advanced countries like U.K., U.S.S.R. and U.S.A.

VI. The proposed syllabus in History seems to lay undue stress on religions and culture at the expense of the political and economic aspects of the History of our country. This is a serious drawback and so the syllabuses in History require drastic revision.

RAMNAD DISTRICT TAMIL ASSISTANTS' ASSOCIATION

First Half-yearly Conference.

The first half-yearly conference of the Ramnad District Tamil Assistants' Association was held on 27-9-64 at 10 a.m. in the premises of Devangar High School, Aruppukottai, with Sri Karumuthu T. Sundaram Chettiar, B.Com., in the chair. Sri Pulavar Pethi sang the prayer. Sri Kavignar AR. Somasundaram, M.A., B.T. (President of the Ramnad District Tamil Assistants' Association, Joint Secretary of the Ramnad District Teachers' Guild and Headmaster of S.R.M.S. High School, Shanmuganathapuram) welcomed the gathering, in verses. Sri Pulavar Rengakrishnan read the report of the Association. Dr. A. Chithambaranathan, M.A., Ph.D., M.L.C., president of the Madras State Tamil Assistants' Association, inaugurated the conference: Sri T. Kadambavana Sundaram, B.A., M.L.A., blessed the joint efforts of the language teachers for their success. Sri V. Selvaraj, B.A., B.T. (headmaster, Devangar High School, Aruppukottai) hoisted the flag and Sri S. Krishnamurthy, M.A., B.T. (headmaster, Saliar High

School, Aruppukottai) declared open the literary exhibition. Sri S. P. Annamalai, M.A., M.Litt. (Lecturer in Tamil, Thiagarajar College, Madurai) delivered a special lecture on the occasion. Sri Pulavar P. Sivaramakrishnan gave vote of thanks and the morning session came to an end at 1-30 p.m. More than 100 delegates and 500 visitors attended the conference.

The evening session (General Body Meeting) began at 3 p.m. with Sri Kavignar AR. Somasundaram, M.A., B.T., the president of the Association, in the chair. Dr. A. Chidambaranathan, M.L.C., inaugurated the discussions. Sri Pulavars Renga Krishnan, Ilango, Sethuraman, and Nagalingam took part in the discussions. A number of resolutions regarding the teachers, language and the nation were passed. The general body meeting came to an end at 4-45 p.m.

The third session began at 5-30 p.m. after tea was served. A Kavi Arangam was conducted under the auspices of the Association. Sri Kavignar AR. Somasundaram, M.A., B.T., the president of the Association presided. The following poets read their newly written poems one by one successfully and the spectators enjoyed them well with periodical claps. Pulavars Sri P. Sivaramakrishnan, Madasamy, Ramamurthy, Sivasubramaniam, Nagalingam, Sethuraman, Thirugnana-sambandam, Subbiah, Ramasamy, Boominathan, Jawaharlal, and Ilango took part in the Kavi Arangam. Sri Kavignar AR. Somasundaram, the president, wrote new poems on the stage and read them one by one as soon as a poet finished his poems. All the poets wrote poems on "Tamil" and the spectators appreciated the pieces very much. Sri Renga Krishnan and Sivaramakrishnan gave vote of thanks on behalf of the district association and the taluk association respectively. The function came to an end at 8 p.m. The Aruppukottai Taluk Tamil Assistants were the hosts for the conference. They formed a reception committee consisting of 16 members and invited the conference to Aruppukottai. They celebrated the function on a grand

scale extending all facilities to the delegates. They served free meals and tiffin to all the delegates. Sri Kavignar AR. Somasundaram, M.A., B.T., and Dr. A. Chidambaranathan, M.L.C., praised the Aruppukottai Taluk Tamil Assistants for their joint efforts. The delegates took leave of the hosts at midnight.

MADRAS TEACHERS' GUILD

The 69th Annual General Body Meeting of the Madras Teachers' Guild was held at 5 p.m. on 19-9-1964 at Sri A. G. Jain High School, Sowcarpet, Madras.

Sri N. Shanmugam presided.

After prayer by Sri R. Jagannathan, Sri Varadachariar, Headmaster of Sri A. G. Jain High School, welcomed the members.

In his introductory speech Sri N. Shanmugam explained to the members the work done by the Guild during the year and added that the pay cut would be restored in due course.

After passing the minutes, report and accounts for the previous year, the following office-bearers were duly elected for the year 1964-65 :—

President : Sri N. Shanmugam, T.T.V. High School, Mint Street, Madras-1.

Vice-Presidents :

1. Sri A. Manickam, West Mambalam High School, Madras-33.

2. Sri S. Seshadri, E.L.M.F. High School, Madras-7.

3. Sri L. Mariapragasam, San Thome High School, Madras-4.

4. Sri S. S. Avadhaniyar, Retired Teacher, c/o Madras Teachers' Guild, Madras-5.

5. Sri P. S. Nagaraja Rao, S. S. R. Rao Ely. School, Triplicane, Madras-5.

6. Sri C. Ekambara Iyer, P.S. High School, Mylapore, Madras-4.

7. Miss V. S. Bhooma Devi, Stella Maris Matutina Training College, Madras-4.

Secretaries :

1. Sri R. Jagannathan, Hindu High School, Triplicane, Madras-5.
2. Sri S. Sadasivam, K.C.S. Nadar High School, Tondiarpet, Madras-21.

Treasurer :

Sri G. Swaminathan, P.S. High School, Mylapore, Madras-4.

With a vote of thanks by Sri V. Mee-nakshisundaram, the outgoing Secretary, the meeting came to a close.

THE RAMANATHAPURAM DIST. TEACHERS' GUILD.

Resolutions passed at the Annual Conference held at Karaikudi on 5th September 1964.

(Continued from previous issue)

13. This conference approves of the action taken by the Guild Executive in choosing the Alagappa College campus as the venue of the 55th Madras State Educational Conference to be held in May 1965 in this district.

14. This conference resolves to request Sri C. V. CT. V. Venkatachalam Chettiar, Secretary, Dr. Alagappa Chettiar Educational Trust, to be the Chairman of the Reception Committee of the 55th Madras State Educational Conference to be held in May 1965 and to render all help for the successful Conduct of the State Conference in the Alagappa College campus with all its amenities and high educational traditions.

15. This conference authorizes the President of the Guild and the Guild Executive to take all necessary steps for the formation of a Reception Committee with Sri C. V. CT. V. Venkatachalam Chettiar as Chairman, and the Guild President, Sri P. Doraikannoo Mudaliar as Pro-Chairman.

Then there was a symposium held under the joint-auspices of the Department of Extension Services Dr. A. C. Training College, Karaikudi and the Guild, on "Free Secondary Education and Attendant Problems". Prof. S. Thiruvenkatachari, Co-ordinator initiated the discussion. He spoke of the re-

lationship that should exist between teachers and managements, teachers and pupils, the teachers and the Department, and the Department and the managements. No party in this educational structure should be reduced to a ridiculous position, if deterioration in educational standards and degeneration of national character were to be averted. Messrs. S. Rajagopalan of Srivilliputhur, S. Muthukrishna Sarma and A. K. Sankaranarayanan of Pallathur, N. Dharmarajan of Sivaganga, S. Dharmarajan of Kallal and M. K. Ramamurthy of Nattarasankottai spoke. The consensus was that nothing should be done undermining the prestige of aided schools and affecting the dignity, status and salaries of teachers.

At the public meeting in the evening, presided over by Sri M. Rajah Iyer, M.A., L.T., M.L.C., the Guild celebrated the Teachers' Day. Sri M. Rajah Iyer spoke of the importance of the day, it being the birthday of our revered President, Rashtrapathi Dr. S. Radhakrishnan, the scholar, philosopher, statesman and educationist. It was a day when teachers should critically examine themselves and make earnest efforts through their organisation to influence educational policy and educational programmes. He said that their Government seemed very responsive to their reasonable demands and there was no need for any agitational approach for the solution of the problems confronting them. He then distributed the prizes for the S.S.L.C. Examination, March 1964. The Rajah Annamalai Medal was awarded to Kumari S. Seethalakshmi of Dr. A. C. T. C. Model High School, Karaikudi for getting 477/600 marks the highest total in the district. Master N. Ramasubramanian of the Rajah's High School, Ramanathapuram was the recipient of the O. A. PR. M. Arunachalam Chettiar Medal for getting 41/50 in Sanskrit. Master S. Raju of the T. U. N. S. Vythilinga Nadar High School, Tiruchuli, won the B. G. Paul & Co., Language prize for getting 239/300 in English and Tamil put together.